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BOOK REVIEWS

Principles of Secondary Education. By PAUL MONROE. New York: Macmillan, 1914. Pp. 790.

This book, like a number of others which have recently appeared, aims to stimulate a broader interest on the part of secondary-school teachers and principals in the problems of high-school organization. Professor Monroe has induced a number of the special writers who contributed to his *Cyclopedia of Education* to discuss more fully once more the topics which they treated in the larger work.

The book opens with several historical chapters by the editor. These are followed by chapters on foreign school systems and the organization of the high school in the United States. There is a general chapter on the psychology and hygiene of adolescence. This is followed by a series of chapters on the subjects of instruction in the high school. A final division of the book deals with the reorganization of secondary education.

Professor Monroe has succeeded in giving the book a unity which is uncommon where a number of writers discuss independently topics so various as those which appear in these chapters. Yet one may very properly raise the question whether a series of specialists, each reviewing his own subject, can give the most illuminating view of the present state of education. Naturally the teachers of the various subjects tend to emphasize the importance of their own specialty. Furthermore, since they are the authorities in these particular subjects, it follows of necessity that they will be relatively conservative in their statements. They have contributed largely to the organization of the courses as they now stand and tend to defend the present practices, advocating only such enlargement as they regard as necessary in order to give the subjects proper recognition.

Commissioner Snedden's chapters on the reorganization of secondary education at the end of the book makes it perfectly clear that there will have to be some radical changes in the course of study before the secondary school serves the social and industrial functions which it ought to serve in modern American society. Perhaps the administrative officer who, like Mr. Snedden, sees the difficulties of secondary education would be better qualified to discuss the particular subjects and their place in the curriculum than specialists who are interested in the subjects themselves.

Several of the chapters in the book deserve special comment. The historical sketch which Professor Monroe contributed to the book gives in compact form a view of the development of American high schools which it is

important for every teacher in these institutions to read. There is a somewhat undue emphasis in the early pages on Greek and Roman education.

Professor Whipple's chapter on adolescence summarizes the material which has been discussed by various writers since the time of Hall in such a way as to make clear the physiological and psychological characteristics of this period.

Among the chapters on special subjects is one on industrial education which will undoubtedly command attention because of the significance of this type of work at the secondary level. This chapter was written by Mr. Richards, director of the Cooper Union. There is also a chapter on art in education by Professor Dewey.

The book will undoubtedly be used as a textbook in institutions which are preparing secondary-school teachers, especially in state universities where the problem of training such teachers has come to be one of the important functions of the institution.

C. H. J.

A Study of Foods. By RUTH A. WARDALL and EDNA N. WHITE. Boston: Ginn & Co., 1914. Pp. 174. \$0.70.

This is a very concise little book, quite elementary in character but presenting accurate information. The treatment is of a conventional type, the most distinguishing characteristic being a greater emphasis on problems involving the cost of food materials.

As is usual with most books on food, Miss Wardall and Miss White have combined a laboratory manual and textbook material. In attempting to cover the entire problem of food and its preparation in 115 pages it is quite evident that much supplementary work must be given by the teacher in order adequately to consider the problems presented. While the supplementary reading suggested would supply most of this material, the books in many cases are far too advanced for students using so simple a text.

In a secondary school where no other science work is given, the book offers too little explanation of the general science problems involved in the preparation, preservation, and sanitation of foods. For a school offering science work it is too elementary in treatment.

While the laboratory exercises suggested under each subject are quite comprehensive in some cases, they frankly ignore general principles in others. For example, in the chapter on fruits and vegetables no general laws for cooking are developed, and the principles of jelly-making can be found only through supplementary reading.

It is to be regretted that the space given to food requirements and selection was not doubled at least, as an adequate presentation of this valuable phase of the food problem is one of the needs of high-school texts.

AGNES K. HANNA

UNIVERSITY OF CHICAGO